



LIMPSFIELD GRANGE SCHOOL

*'together we make a difference'*

## Behaviour Policy

(Including guidance on the promotion of respect, tolerance, socially acceptable behaviour and developing responsible citizens – formerly the Anti Bullying policy)

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment*

**Governor's Committee Responsibility: Curriculum Community & Student Welfare**

**Date Approved:**

**Spring Term 2024**

**Review Period:**

**Annually**

**Next Review Date:**

**Spring Term 2025**

## **The Limpsfield Grange Values:**

At Limpsfield Grange we believe in working together to make a difference.

We are a tolerant community; we accept, value and understand others.

We care for all members of our community without judgement.

We are responsible for our own learning, behaviour and actions.

We accept that sometimes things go wrong. We work together to take responsibility for our mistakes and for putting things right.

We are a respectful community and we treat others as we would like to be treated, even if they have different views and opinions to our own.

We understand that good behaviour helps us to prepare for life beyond Limpsfield Grange.

We are positive and resilient. We celebrate difference in everything that we do.

We are all proud to be part of the Limpsfield Grange community.

*July 2023*

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# Limpsfield Grange School

## Behaviour Policy

(Including guidance on the promotion of respect, tolerance, socially acceptable behaviour and developing responsible citizens – formerly the Anti Bullying policy)

### Aims

At Limpsfield Grange, we believe that our students should be just as successful in their wellbeing, communication and independence, as they are academically. This gives them the greatest possible chance of success as learners and in the wider world. When they leave Limpsfield Grange, we want them to be ready for the next stage of their lives. We want them to become active adults who can function in, and contribute towards society. We therefore encourage the highest standards of behaviour and support the students in learning to take responsibility for their own behaviour and to understand that their actions have consequences. In order to prepare our students their life outside and beyond school, we have the same high expectations about adhering to societal norms and laws, as wider society.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment;
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school and those of wider society;
- Outline the expectations and consequences of behaviour;
- Provide a consistent approach to behaviour management that is applied equally to all students;
- Define what we consider to be unacceptable behaviour.

### Scope

This policy applies to all staff and Governors of Limpsfield Grange and professionals working with students or staff at Limpsfield Grange and professionals who have been commissioned by the school to provide a service.

### Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2023](#)
- [Use of reasonable force in schools](#)

- [Supporting students with medical conditions at school](#)
- [Preventing and tackling bullying 2017](#)
- [Residential special schools national minimum standards \(publishing.service.gov.uk\)](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students ;
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property.

### **Roles and responsibilities**

The **Governors** are responsible for:

- Reviewing this policy in conjunction with the Headteacher;
- Monitoring the policy's effectiveness through the Curriculum, Community and Student Welfare Committee;
- Holding the Headteacher to account for its implementation;
- Reviewing and approving annually, the written statement of behaviour principles through the Curriculum, Community and Student Welfare Committee.

### **Written statement of behaviour principles**

- We aim to create a safe and secure environment where we can all work together to make a difference;
- Our values are built on mutual trust and respect for all;
- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others;
- All students, staff and visitors are free from any form of discrimination;
- Staff and volunteers set an excellent example to students at all times;
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy;
- The Behaviour policy is understood by students and staff;
- Students are encouraged and supported to take responsibility for their actions.

The Governors also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

The **Headteacher** is responsible for:

- Reviewing this policy in conjunction with the Governors;
- Giving due consideration to the school's statement of behaviour principles;
- Approving this policy;
- Ensuring that the school environment encourages acceptable behaviour;
- Ensuring that staff deal effectively with unacceptable behaviour;
- Monitoring that the policy is implemented by staff consistently with all groups of students;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully;
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary;
- Ensuring that behaviour data is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

**Staff** are responsible for:

- Setting high standards of professional behaviour, politeness, self-discipline and respect to all;
- Creating a calm and safe environment for students;
- Establishing and maintaining clear boundaries of acceptable student behaviour;
- Implementing the Behaviour policy consistently and applying the principles, rewards and consequences as detailed in the policy as part of their classroom;
- Communicating the school's expectations, routines, values and standards through every interaction with students;
- Modelling expected behaviour and positive relationships;
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations;
- Recording unacceptable behaviour promptly;
- Challenging students to meet the school's expectations.

**Parents and Carers** are responsible for:

- Supporting and respecting the school's expectations and the authority of the school staff;

- Reading and understanding the Behaviour policy and actively supporting it through discussions with their daughter as appropriate;
- Role modelling and leading through example to support the expectations of the school;
- Supporting their daughter in adhering to the school’s Behaviour policy;
- Informing the school of any changes in circumstances that may affect their daughter’s behaviour;
- Discussing any behavioural concerns with the tutor team promptly;
- Raising any concerns about the management of behaviour with the Deputy Headteacher directly, whilst continuing to work in partnership with the school.

**Students** are responsible for:

Attendance and punctuality	<ul style="list-style-type: none"> <li>• I will come to school every day</li> <li>• I will arrive at all lessons and tutor on time</li> </ul>
Being ready for school	<ul style="list-style-type: none"> <li>• I will have all my equipment with me every day</li> <li>• I will wear the right uniform every day</li> <li>• I will hand my phone and electronic devices in every day when I arrive at school</li> </ul>
Teaching and Learning	<p>I will take responsibility for my learning by:</p> <ul style="list-style-type: none"> <li>• Using feedback from staff and students to improve my work</li> <li>• Joining in with paired and group activities</li> <li>• Knowing what my target and grade are in every subject and what I need to do to make progress</li> <li>• Doing my classwork to the best of my ability</li> <li>• Asking for help when I need it</li> <li>• Accepting help when I need it</li> <li>• Attempting and persevering with challenging work</li> </ul>
Behaviour and emotional well being	<ul style="list-style-type: none"> <li>• I will follow instructions from all staff</li> <li>• I will treat all students and staff with respect and in the way that I would like them to treat me</li> <li>• I will work with staff and students to resolve friendship difficulties</li> <li>• I will work with staff to solve any difficulties that are affecting my learning</li> <li>• I will take responsibility for my behaviour and accept that there are consequences for certain actions</li> <li>• I will respect the classroom as a positive learning environment</li> <li>• I will respect other’s personal space and property</li> <li>• I will not use my mobile phone or electronic devices to take photos or videos of myself, other students, staff or the school site and buildings.</li> </ul>
Homework	<ul style="list-style-type: none"> <li>• I will do my homework to the best of my ability</li> <li>• I will hand my homework in on time</li> <li>• I will ask the subject teacher for help if I need it</li> </ul>

School community	<ul style="list-style-type: none"> <li>• I will make a positive contribution by joining in with house meetings, house events and other activities that the school ask me to take part in</li> <li>• I will try to understand and be tolerant of the needs of others</li> </ul>
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These responsibilities are also within the student planner. The planner also outlines the school’s expectations on uniform, jewellery, hair styles, use of mobile phones and electronic devices, site security and social media.

### **Mobile phones, other electronic devices and smart watches**

In order to promote effective teaching and learning during lessons and create an appropriate ethos around the school during the school day, including break and lunchtime, Limpsfield Grange does not permit the possession and use of mobile phones, other electronic devices and smart watches by students during the school day. Students may bring their mobile phones, other electronic devices and smart watches to school. These are handed in immediately on their arrival at school. Limpsfield Grange does not accept any responsibility for items that are lost or damaged whilst on school premises. They are stored securely by the form tutor until they are returned to the student at the end of the school day. Students are not allowed access to their phones, electronic devices and smart watches during the school day. If a student has a legitimate reason for wanting to use a telephone during the day, for example, to contact a parent or carer, they are offered the use of a school telephone.

### **Responding to acceptable behaviour**

These student responsibilities are supported by a coherent system of positive reinforcement. Rewards are effective in motivating students and as a school we believe in rewarding achievements, however small they may seem. Recognising and praising student’s efforts and successes has a strong motivational effect. Praise begins with frequent use of encouraging language and gestures in lessons and around the school so that positive behaviour is instantly recognised and positively rewarded. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school’s behaviour culture.

We operate a house system, where all students belong to one of our four houses. Each house has a House Captain and two Deputy House Captains. The students have to apply for the positions of House Captain and Deputy House Captain. House Points are awarded by all staff in recognition of various behaviours including, making a positive contribution, completing work to the best of their ability (in school and for homework), being an active participant in their learning and behaving responsibly and respectfully. Individually students can choose how they use their house points to earn rewards, they can use a small amount of house points to earn a small prize or save them up and earn a larger prize.

Excellence slips are used by staff as positive reinforcement, to share information with the tutor team. Students can take their excellence slips home. A small number will be kept by the form tutor for assembly and these will be returned to the students after assembly.



## **Positive Reinforcement**

- House points
- Excellence slips
- KS3 and KS4 Achiever (weekly in assembly)
- Citizen of the week as voted by School Council (weekly in assembly)
- Individual recognition through excellence slips (weekly in assembly)
- KS3 (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>) and KS4 (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>) 'Gem of the Week' (weekly in assembly)
- KS3 (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>) and KS4 (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>) 'Gem of the Half Term'
- Winning house each week (in assembly)
- Overall house winners with each member rewarded with an individual voucher (annually)
- Exchanging house points for prizes of different values, including vouchers of the student's choice
- Phone call or email to parents/carers
- Certificates and trophies in annual prize giving assembly
- Email/postcard to the student
- Email/postcard to parents/carers
- Verbal praise
- On the spot treats (residential only)

## **Responding to unacceptable behaviour**

We encourage the highest standards of behaviour and support the students in learning to take responsibility for their own behaviour and to understand that their actions have consequences. In order to prepare our students their life outside and beyond school, we have the same high expectations about adhering to societal norms and laws, as wider society.

Staff will endeavour to create a predictable environment by always challenging unacceptable behaviour and by responding in a consistent, fair and proportionate manner, so students know with certainty that unacceptable behaviour will always be addressed. Low level disruption and offensive language is never left unchallenged or dismissed as banter. De-escalation techniques are used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

Staff are advised to:

- Make it clear that they are condemning the behaviour not the person;
- Avoid consequences becoming cumulative and automatic;
- Wherever possible, use consequences that are a logical consequence of the students unacceptable behaviour and are an opportunity to put right any harm caused;
- Avoid early escalation to severe consequences, reserving them for the most serious or persistent inappropriate behaviour;
- Never use a consequence that is humiliating or degrading;
- Use consequences in a calm and controlled manner;
- Encourage students to reflect on the effects of unacceptable behaviour on others in the school and wider community;
- Link the concept of consequences to the concept of choice, so that students see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

Every room in the school that is used as a teaching base, has a walkie talkie available to staff to call the residential staff for assistance when required and also communicate with other staff when necessary. Residential staff should be made aware via walkie talkie of any student leaving a lesson with the exception of those going to the toilet or undertaking a movement break. Staff at Limpsfield Grange are encouraged to ask for support when facing potentially difficult situations with students. Support will initially come from a member of the residential staff, however in a serious situation a member of the SLT is always available to come and assist. Office staff can be contacted to alert member(s) of the SLT in this instance, if they are not available via a walkie talkie.

It is the responsibility of the staff in the lesson where the unacceptable behaviour has occurred, to follow this up with the student and implement the appropriate consequences. This information should be shared with the form tutor and Deputy Headteacher, verbally or by email. Where a particular behaviour is causing concern with a student, an individual behaviour profile may be written by their tutor. This outlines specific targets and recommends strategies for staff to teach new behaviours or improve and modify others.

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's unacceptable behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Consequences for Unacceptable Behaviour**

At Limpsfield Grange we encourage our students to make the correct choice around their behaviour. Students are always given a choice and time to consider. We aim to be proactive in our behaviour management strategies and identify possible triggers for particular students before the behaviour escalates. Effective consequences are designed to promote positive behaviour. They are most useful when seen by everyone as a deterrent. If consequences have to be frequently applied, they are clearly not being effective. Parents/carers will be informed where there are ongoing or significant concerns regarding unacceptable behaviour but they may not be informed on occasions where unacceptable behaviour happens once or is low level. The Deputy Headteacher monitors consequences and any patterns revealed lead to appropriate action by the SLT.

Consequences may include:

- Withdrawal from class for a specified period of time;
- Withdrawal from part or all residential provision;
- Making up learning time that has been missed;
- Student being spoken to by the tutor/Student Support Lead/member of the Senior Leadership Team;
- Implementation of a Daily Behaviour Report that is reviewed by the tutor/Student Support Lead/Deputy Headteacher at the end of every day;

- Reparation or school-based community service, such as picking up litter or weeding school grounds, tidying a classroom or removing graffiti;
- Confiscation, retention and/or disposal of student's property which is considered harmful or detrimental to school discipline;
- Student informing their own parent/care by telephone of their unacceptable behaviour and consequence;
- Tutor, Student Support Lead or a member of the Senior Leadership Team to contact parents/carers by telephone, email or letter;
- Inviting parents/carers to come into school to talk to the tutor, Student Support Lead or a member of the Senior Leadership Team;
- Detention including during break or lunch time or outside normal school hours (reasonable time will always be allowed for the student to eat, drink and use the toilet);
- Students making a financial contribution to repair or replace any item(s) they have damaged;
- Being spoken to by the police;
- Internal exclusion, where a student remains in school but works away from their class for a fixed period;
- A fixed period of exclusion;
- Permanent exclusion

### **Detentions outside school session**

At Limpsfield Grange we exercise the statutory power of schools to put students in detention at lunchtime or after school or outside of normal school hours, including any school day where the student does not have permission to be absent, weekends (except the weekend preceding or following the half term break) and non-teaching (INSET) days. All members of staff can impose detentions. Parental consent is not required for detentions. With detentions after school hours or outside of normal school hours, suitable alternative travel arrangements must be made by the parents, even when these may cause inconvenience.

### **Exclusions**

The school can use fixed term and permanent exclusions. We follow the DfE guidance 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement (September 2023)'. The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

### **Student Behaviour Outside of School Premises**

Schools have the power to sanction students for behaviour outside of the school premises to such an extent as is reasonable. We will consider implementing consequences for students in response to non-criminal or socially unacceptable behaviour which occurs off the school premises and which is witnessed by a staff member or reported to the school. Reasons may include:

- Taking part in any school-organised or school-related activity e.g. educational visits, work experience;

- Travelling to or from school. We will collaborate with local authorities to promote good behaviour on school transport.

Consequences may also be applied where a student has behaved unacceptably off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another student;
- Could adversely affect the reputation of the school.

### **Unacceptable behaviour online**

The way in which students relate to one another online can have a significant impact on the culture at school. The same standards of behaviour are expected online as apply offline and everyone should be treated with kindness, respect and dignity. Students are not in possession of their mobile phones or other electronic devices during the school day from their arrival in school (between 8.30 and 9am) until the end of the school day (3.30pm Monday to Thursday and 2.30pm on Friday), therefore online behaviour incidents amongst students occur outside of the school day and off the school premises. Parents and carers are responsible for this behaviour. However, often incidents that occur online affect the school culture. We may implement consequences for students when their behaviour online poses a threat or causes harm to another student or could have repercussions for the orderly running of the school or adversely affect the reputation of the school.

Students who access the Residential Provision are further safeguarded from risks online through our processes relating to the use of mobile phones. Students who access the Residential Provision only access their mobile phones for limited amounts of time each day. Students can only use their phones in public areas (such as corridors or sitting rooms). If staff suspect that students are behaving unacceptably online whilst in the Residential Provision, they will consider the most appropriate action and consequences.

### **The promotion of respect, tolerance, socially acceptable behaviour and developing responsible citizens (formerly known as the Anti Bullying policy)**

Our students have a wide range of needs that span across the four main areas of communication and interaction, cognition and learning, social, emotional and mental health and sensory and physical. As a result of their social interaction and communication difficulties including autism, our students can have difficulties with perspective taking and misreading social cues, which means they can misinterpret the intentions and actions of others. There is also some evidence to suggest that some people with autism can display behaviour which can be interpreted as bullying<sup>1</sup> (Kanne and Mazurek 2010, Zablotzky 2013). When people with

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<sup>1</sup> DfE guidance 'Preventing and Tackling Bullying' (July 2017) defines bullying as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or

social interaction and communication difficulties including autism are thought to be bullying, it is often because of aggressive or externalising behaviours, when actually the focus needs to be on the student's motivation for the behaviour. These behaviours can also be as a result of various social misunderstandings, such as wanting to join in but not being sure how to, anxiety caused by change in routines and unpredictability and not being able to understand another person's perspective. Some of our students have special interests and these can also extend to people, meaning that they can become overly focused on a particular person or their actions. This can lead to hyper vigilant behaviour, stress and anxiety on the part of the individual with the fixation; which can in turn lead to challenging or undesirable behaviours. In addition, students with anxiety can also seek to control situations and people as a means to reducing their own anxiety, without understanding that this level of control they seek, can provoke anxiety in others. Our students need to learn what is socially acceptable in every new situation and be supported to understand the consequences of their actions. Preparing our students for the outside world is integral to our work at Limsfield Grange and is something that needs to be constantly reinforced.

We aim to be proactive in promoting respect, tolerance and socially acceptable behaviour though:

- Supporting our students in becoming responsible citizens who show respect and tolerance for others and who know that nobody has the right to knowingly or deliberately make another person feel unhappy or uncomfortable;
- Having an ethos of acceptable behaviour where students treat one another and all adults with respect because they know that this is the right way to behave;
- Educating students about the legal and criminal implications of inappropriate behaviour;
- Having shared values of respect for adults and other students, an understanding of the value of education and a clear understanding of how our actions affect others;
- All adults connected to our community being role models, modelling respectful, tolerant and socially acceptable behaviour across the school at all times;
- Difference being actively and visibly celebrated and welcome throughout the school;
- Openly discussing differences between people, such as religion, ethnicity, disability, gender, gender identity or sexuality, sexual orientation;
- Challenging and taking seriously all forms of discriminatory and anti-social language or actions;
- Supporting students in managing relationship conflict;
- Creating an inclusive environment where students can openly discuss concerns without fear;
- Challenging student's thinking and perceptions through developing empathy and understanding.

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because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences".

### **Responding to socially unacceptable behaviour**

- All members of staff have a responsibility to report any incidences of socially unacceptable behaviour to Mrs Janaway in the first instance.
- Any student who feels that they have been subjected to behaviour from another student that is socially unacceptable or behaviour that is not consistent with the school's values of tolerance and respect, or have seen this happen to another student, can tell any member of staff. They can also email or write a note. The member of staff will then inform Mrs Janaway, Student Support Lead, by email and copy to Miss Phillips, Deputy Headteacher. If parents or carers have a concern, they are advised to contact Mrs Janaway in the first instance.
- Mrs Janaway will investigate and make an assessment of what has been reported and ensure that this is fed back to the student and/or parent that has reported the concern within two working days. It will be decided if any disciplinary action should be taken and consequences will be in line with our Behaviour policy. We will consider whether a student's socially unacceptable behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- All incidents of socially unacceptable behaviour are recorded on a form and are part of the monitoring carried out by the Deputy Headteacher.

### **Suspected criminal behaviour**

Some types of socially unacceptable behaviour could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

If a student is suspected of criminal behaviour, the school will report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorized by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a student's mobile phone. If an

electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

### **Zero-tolerance to child-on-child sexual harassment and sexual violence**

The school will ensure that all incidents of child-on-child sexual harassment and/or violence are met with a suitable response and never ignored. Sexual violence and sexual harassment are never acceptable, will not be tolerated and students whose behaviour falls below expectations will receive consequences. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report and carrying out risk assessments. Please refer to our Child Protection and Safeguarding policy for more information.

### **Unsubstantiated, unfounded, false or malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is found to be unsubstantiated, unfounded, false or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is found to be unsubstantiated, unfounded, false or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

## **Reasonable Force**

The Department of Education has provided non statutory guidance (July 2013) to provide clarification on the use of force. There are circumstances where it is appropriate for staff in schools to use reasonable force to safeguard children. There is no absolute legal definition of 'reasonable force' as it is viewed in the context of the individual case. It is judged to mean no more force than is needed in the circumstances. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the risk or behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result and for the minimum amount of time possible.

All members of school staff and anyone the Headteacher has temporarily put in charge of students, such as volunteers, have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006) to physically intervene to prevent students committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline at the school or among students. The force used must be reasonable. It should be commensurate with the desired outcome and the specific circumstances in terms of intensity and duration. It must always be recorded and reported to parents.

## **Physical contact with students**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but staff will only do so in ways appropriate to their professional role. A 'no touch' approach is impractical and may in some circumstances be inappropriate. When physical contact is made with students it will be in response to their needs at that time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one student in one set of circumstances may be inappropriate in another, or with a different student. Staff will use their professional judgement at all times.

## **Searching and Confiscation**

Searching and confiscation is conducted in line with the DfE guidance on 'Searching, Screening and Confiscation (July 2022)'. Screening is the use of a walk-through or hand held metal detector to scan all students for weapons before they enter the school premises. Screening is not used at Limpsfield Grange.

## **Searching**

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare and to maintain high standards of behaviour through which students can learn and thrive.



The permission of the Headteacher must be sought and granted before a member of staff may conduct a search of a student or their belongings. In the Headteacher's absence, permission must be sought from the Deputy Headteacher.

Under common law school staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed. Under these circumstances, the right to search is extended to a student's possessions, for example, their locker, school bag, and suitcase and bedroom area. The school can use its power to discipline if the student refuses to cooperate.

Headteachers and staff authorised by them have the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting the student may have a prohibited item, or any other item that the school identifies as an item which may be searched for. Any search for a prohibited item is recorded in accordance with the school's safeguarding system.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that a member of staff reasonably suspects has been, or is likely to be, used :
  1. To commit an offence
  2. To cause personal injury, or damage to the property of, any person (including the student)
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Items for which the school identifies that a search can be made, as they are detrimental to maintaining high standards of behaviour and a safe environment and are not allowed in school:

- Electronic cigarettes (e-cigarettes, vapes);
- Mobile phones, electronic devices and smart watches (during the school day);
- Fire lighting equipment (matches, lighters);
- Solvents;
- Prescription and over the counter medications;
- Chewing gum;
- Large quantities of sweets, biscuits, crisps and other unhealthy items;
- Offensive material;
- Fizzy drinks including high energy drinks;
- Aerosol cans including deodorants;
- Any items which are illegal to possess or carry, or inappropriate for the age of the student or the school environment.

The Headteacher and other school staff may also use force as is reasonable given the circumstances when conducting a search for any prohibited items that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items that are not allowed under school rules.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

Subject to the exception below, the authorised member of staff carrying out the search will be female and there will be another female member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Explain to the student why they are being searched;
- Explain what a search entails;
- Explain how and where the search will be carried out;
- Give the student the opportunity to ask questions;
- Seek the student's co-operation.

If the student refuses to agree to a search, the member of staff can give an appropriate consequence.

During a search, students may be expected to remove outer items of clothing and pockets may be searched. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. Schools are not required to inform parents before a search takes place or to seek consent to search their child.

### **Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened;
- What was found, if anything;
- What has been confiscated, if anything;
- What action the school has taken, including any sanctions that have been applied to their child.

In some circumstances it might be necessary to inform parents of a search for an item that is not allowed in school.

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's Child Protection and Safeguarding policy and speak to the Designated Safeguarding Lead (DSL).

### **Confiscation**

School staff can confiscate any prohibited item found as a result of a search. These items will not be returned to the student. The DfE guidance informs schools as to whether to safely dispose of an item or whether it should be passed to the police.

We will also confiscate any item that is harmful or detrimental to school discipline. Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of student's property as a disciplinary penalty, where reasonable to do so (Section 91 of the Education and Inspections Act 2006). These items may be returned to students.

### **Training**

As part of their induction, staff are provided with information on managing behaviour. Behaviour management also forms part of continuing professional development.

### **Monitoring and evaluation**

The school will collect data on:

- Reports of socially unacceptable behaviour
- Significant incidents
- Attendance
- Exclusions (internal, fixed term and permanent)
- Incidents of searching and confiscation

The Deputy Headteacher will analyse all behaviour data on a termly basis.

The policy is reviewed at least annually by the Deputy Headteacher and the CCSW Committee, or more frequently if needed. Data is collected by the Deputy Headteacher and used for monitoring student's behaviour and the overall effectiveness of the Behaviour Policy. The written statement of behaviour principles will be reviewed and approved by the CCSW Committee annually.

### **Comments, compliments and complaints**

The school is always keen to receive feedback on all aspects of its work. Please use the normal methods of communication. Should you have a specific complaint, please contact the office for a copy of our complaints procedure.

You can get a copy of our policy in a number of ways. It is available on our school website and a hard copy can be requested from the school office.

### **Related Policies**

- Child Protection and Safeguarding Policy
- Children With Health Needs Who Cannot Attend School Policy
- Complaints Policy
- Equality, Diversity Policy
- Online Safety and Digital Resilience Policy
- Missing Student Policy and Procedure
- Relationships and Sex Education policy
- SEN Policy
- Staff Behaviour Policy and Acceptable use of Technology Code of Conduct
- Student Health and Medication Administration Policy
- Surrey Safeguarding Children Partnership (SSCP) Child Protection Procedures
- Whistleblowing Policy

### **Review**

The Governing Body of Limpsfield Grange School adopted this policy on:

It will be reviewed on:

Signed

Dated